

Title II of the Higher Education Act Institutional Report

Report Year 1

Academic year: 1999-2000

Fall 1999, Winter, 2000, Summer 2000

Institution name: **Missouri Southern State College**

Respondent name and title: Lorinda R. Hackett, Assistant Certification Officer

Respondent phone number: (417) 625-9746 Fax: (417) 625-9771

Electronic mail address: hackett-l@mail.mssc.edu

Address: 3950 East Newman Road

City: Joplin State: MO Zip code: 64801-1595

Section I. Pass rates.

Please provide the information in Tables C1 and C2 on the performance of completers of the teacher preparation program in your institution on teacher certification/licensure assessments used by your state.

Program completers for whom information should be provided are those completing program requirements in the most recent academic year. Thus, for institutional reports due to the state by April 7, 2001, the relevant information is for those completing program requirements in academic year 1999-2000. For purposes of this report, program completers do not include those who have completed an alternative route to certification or licensure as defined by the state.

The assessments to be included are the ones taken by these completers up to 5 years before their completion of program requirements, or up to 3 years afterward. (Please note that in 3 years institutions will report final pass rates that include an update on this cohort of completers; the update will reflect scores reported after the test closure date.) See guide pages 10 and 11.

In cases where a program completer has taken a given assessment more than once, the highest score on that test must be used. There must be at least 10 program completers taking the same assessment in an academic year for data on that assessment to be reported; for aggregate or summary data, there must also be at least 10 program completers (although not necessarily taking the same assessment) for data to be reported.

Note: The procedures for developing the information required for these tables are explained in the National Center for Education Statistics document entitled *Reference and Reporting Guide for Preparing State and Institutional Reports on the Quality of Teacher Preparation: Title II, Higher Education Act*. Terms and phrases in this questionnaire are defined in the glossary, appendix B of the guide.

Table C1: Single-Assessment Institution-Level Pass-rate Data: Regular Teacher Preparation Program

Institution Name	Missouri Southern State College						
Institution Code	6322						
State	Missouri						
Number of Program Completers Submitted	150						
Number of Program Completers found, matched, and used in passing rate Calculations ¹	150						
					Statewide		
Type of Assessment	Assessment Code Number	Number Taking	Number Passing	Institutional Pass Rate	Number Taking	Number Passing	Statewide Pass Rate
		t	t		t	t	
Professional Knowledge							

PROFESSIONAL KNOWLEDGE	520	4			8		
Academic Content Areas							
ELEM ED CURR INSTRUC ASSESSMENT	011	87	87	100%	1614	1547	96%
ENGLISH LANGUAGE AND LITERATURE	040	1			14	14	100%
ENG LANG LIT COMP CONTENT KNOWLEDGE	041	5			172	168	98%
MATHEMATICS: CONTENT KNOWLEDGE	061	12	12	100%	126	123	98%
SOCIAL STUDIES: CONTENT KNOWLEDGE	081	7			276	269	97%
PHYSICAL ED: CONTENT KNOWLEDGE	091	10	10	100%	166	144	87%
BUSINESS EDUCATION	100	6			77	77	100%
MUSIC EDUCATION	110	5			1		
ART CONTENT KNOWLEDGE	133	1			75	75	100%
SPANISH CONTENT KNOWLEDGE	191	2			52	45	87%
BIOLOGY CONTENT KNOWLEDGE PART I	231	3			92	90	98%
Other Content Areas							
SPEECH COMMUNICATION	220	6			35	35	100%
Teaching Special Populations							

Table C2: Aggregate And Summary Institution-Level Pass-rate Data: Regular Teacher Preparation Program

Institution Name	Missouri Southern State College					
Institution Code	6322					
State	Missouri					
Number of Program Completers Submitted	150					
Number of Program Completers found, matched, and used in passing rate Calculations¹	150					
				Statewide		
Type of Assessment²	<i>Number Taking Assessment³</i>	<i>Number Passing Assessment⁴</i>	<i>Institutional Pass Rate</i>	<i>Number Taking Assessment³</i>	<i>Number Passing Assessment⁴</i>	<i>Statewide Pass Rate</i>
Aggregate - Basic Skills						
Aggregate - Professional Knowledge	4			144	142	99%
Aggregate - Academic Content Areas (Elementary Education, Math, English, Biology, etc.)	140	140	100%	3148	3026	96%
Aggregate - Other Content Areas (Career/Technical Education, Health Educations, etc.)	6			101	100	99%
Aggregate - Teaching Special Populations (Special Education, ELS, etc.)				319	318	100%
Aggregate - Performance Assessments						
Summary Totals and Pass Rates⁵	150	150	100%	3678	3553	97%

¹The number of program completers found, matched and used in the passing rate calculation will not equal the sum of the column labeled "Number Taking Assessment" since a completer can take more than one assessment.

²Institutions and/or States did not require the assessments within an aggregate where data cells are blank.

³Number of completers who took one or more tests in a category and within their area of specialization.

⁴Number who passed all tests they took in a category and within their area of specialization.

⁵Summary Totals and Pass Rate: Number of completers who successfully completed one or more tests across all categories used by the state for licensure and the total pass rate.

Section II. Program information.

A Number of students in the regular teacher preparation program at your institution:

Please specify the number of students in your teacher preparation program during academic year 1999-2000, including all areas of specialization.

1. Total number of students enrolled during 1999-2000: **700**

B Information about supervised student teaching:

2. How many students (in the regular program and any alternative route programs) were in programs of supervised student teaching during academic year 1999-2000? **150**

3. Please provide the numbers of supervising faculty who were:

13 Appointed full-time faculty in professional education: an individual who works full time in a school, college, or department of education, and spends at least part of the time in supervision of teacher preparation students.

18 Appointed part-time faculty in professional education and full-time in the institution: any full time faculty member in the institution who also may be supervising or teaching in the teacher preparation program.

14 Appointed part-time faculty in professional education, not otherwise employed by the institution: may be part time university faculty or pre-K-12 teachers who supervise prospective teachers. The numbers do not include K-12 teachers who simply receive a stipend for supervising student teachers. Rather, this third category is intended to reflect the growing trend among institutions of higher education to appoint K-12 teachers as clinical faculty, with the rights and responsibilities of the institution's regular faculty.

Supervising faculty for purposes of this data collection includes all persons who the institution regards as having faculty status and who were assigned by the teacher preparation program to provide supervision and evaluation of student teaching, with an administrative link or relationship to the teacher preparation program.

Total number of supervising faculty for the teacher preparation program during 1999-2000: **24**

4. The student/faculty ratio was (divide the total given in B2. by the number given in B3.): **6.25:1**
5. The average number of hours per week required of student participation in supervised student teaching in these programs was: **40** hours. The total number of weeks of supervised student teaching required is **10**. The total number of hours required is **400** hours.

C Information about state approval or accreditation of teacher preparation programs:

6. Is your teacher preparation program currently approved or accredited by the state?

X Yes No

7. Is your teacher preparation program currently under a designation as "low-performing" by the state (as per section 208 (a) of the HEA of 1998)? Yes **X** No

NOTE: See appendix A of the guide for the legislative language referring to "low-performing" programs.

Section III. Contextual information (optional).

A. Please use this space to provide any additional information that describes your teacher preparation program(s).

B. Missouri has asked each institution to include at least the following information.

1. Institution Mission

Our Mission

Missouri Southern State College is a state-supported, comprehensive college offering programs leading to the bachelor's degree. Faithful to its original statutory charter, the College also offers continuing education courses and a number of two-year programs in technical and vocational areas for the benefit of the community.

The College's primary emphasis is the offering of a baccalaureate program that fosters the total education of each student. Central to that mission is a strong commitment to international education, to the liberal arts, to professional and preprofessional programs, and to the complementary relationship that must exist between liberal and professional education in order to prepare individuals for success in careers and lifelong learning.

Inherent in its international approach to undergraduate education is the College's desire to prepare its students to understand world affairs, international issues and other cultures as seen through their history, geography, language, literature, philosophy, economics and politics. Knowledge and understanding of other cultures of the world also promote better understanding of our own valuable cultural diversity.

Missouri Southerns' commitment to the liberal arts is reflected in a comprehensive program of general education requirements for all students to ensure that they have a breadth of educational experiences which will enable them to develop communication and critical thinking skills and to acquire and apply aesthetic, contemporary, civic, international, historical, mathematical, scientific and value-oriented perspectives.

The faculty and staff of Missouri Southern State College emphasize quality teaching and learning as the most important attributes of the College, complemented by scholarly and creative expression and dedicated community service. Community service involves responsiveness to the Southwest Missouri region as well as serving as the intellectual, creative and cultural center of the area.

In order to remain loyal to the trust given to the College by the people of the State of Missouri, Missouri Southern State College will:

- fulfill its mission and objectives in an honorable and ethical manner;
- periodically review its mission in light of contemporary changes in society and in the needs of the people of Missouri;
- continually assess the effectiveness of its programs in order to ensure their quality and integrity.

International Education

On June 15, 1990 the Board of Regents of Missouri Southern State College approved a recommendation to pursue an international approach to undergraduate education.

The move to an international approach to our educational mission is prompted by the realization that the successful citizens of the 1990s and the 21st century will have to possess better knowledge and awareness of the people, languages and cultures of other countries of the world. The dramatic changes that are taking place in the economic and political systems of Russia and Eastern European countries as well as the challenge by Asian and European countries to American economic leadership make self-evident the need for a college education with a strong global perspective.

In July of 1994, Governor Mel Carnahan signed into law House Bill No. 442 in which Section 1 reads as follows: "The Missouri Southern State College located in Joplin, Jasper County, is hereby designated a moderately selective institution which shall provide programs which meet the needs of the citizens, contiguous to Jasper County. The institution shall develop such academic support programs and public service activities it deems necessary and appropriate to establish international or global education as a distinctive theme of its mission."

Thus, with a stroke of a pen, the Governor of Missouri provided MSSC and its students a distinctive status among colleges and universities in Missouri. With it came the official state funding support for new, exciting initiatives that have enabled Missouri Southern State College to institute for its students daringly new international programs and activities to prepare them well for the challenges of this new century.

It is a well accepted fact that in today's world economy a high school diploma is no longer enough to secure a comfortable standard of living for one's family. As we have moved from the industrial to the information age, the well-paying assembly line jobs of the past are unfortunately disappearing and giving way to jobs that require a good college education. Thanks to its designation as a college with an international mission, Missouri Southern is in a position to lead in the development of graduates who will face with confidence this now evident global environment.

Missouri Southern State College is phasing in over several years, different programs and activities designed to internationalize the college. Among these are:

- Including a global perspective in every possible course.
 - Expanding the teaching of foreign languages to include new majors, new approaches, and new opportunities for language usage.
 - Increasing opportunities for Missouri Southern students to study abroad for varying periods of time.
 - Staging conferences and lectures on world affairs, as well as cultural and artistic programs with international performers as well as emphasizing one particular culture each year.
 - Creation of dynamic majors in international studies and international business with uniquely designed courses.
 - Increasing the participation of international students in campus activities.
- As these programs are implemented, our present and future students should take advantage of them and prepare for the global environment of the future.

2. Educational Philosophy and Conceptual Frameworks

Philosophy and Conceptual Framework

Missouri Southern State College (MSSC) teacher education faculty members realize that we live and interact in a diverse, dynamic world, and believe that overall growth and learning in this ever changing environment is accomplished experientially ~ through problem-solving and reflection. Dewey affirmed this perspective through his argument that “human beings experience the greatest personal and social growth when they interact with the environment in an intelligent and reflective manner (Ornstein & Levine, 2000, p. 39). Like Dewey we believe that the school is a diverse, democratic community, a microcosm of the larger society, and that it is the same process of problem solving and reflection that characterizes best practice in education as we seek to produce a better learning environment for every student. The new teacher must possess the ability and dispositions to continually assess problems, devise solutions, test those solutions and make appropriate educational decisions. Thus, the pragmatic philosophy of John Dewey provides key support for the vision of Teacher as an Educational Decision Maker.

The cornerstone of the Teacher Education Program at Missouri Southern State College is a conceptual framework which defines the role of the Teacher as an Educational Decision Maker. In this role, the teacher must make instructional decisions about pedagogical and lesson design. As an educational decision maker, the teacher must also assume roles of lifelong learner, provider of service, researcher, and change agent. The teacher's direct responsibility for designing, implementing, and fine-tuning an instructional environment that promotes pupil success is the driving force for program review, refinement, and outcomes. The existing standards, upon which the conceptual framework is quantified, call for the incorporation of knowledge, skills, techniques, and dispositions that have been gathered from research on best practices and learned societies. These sources provide expertise in such areas as human growth and development, learning theory, assessment, cultural diversity and special needs, curriculum content, psychological, sociological, historical, and philosophical foundations, principles of effective instruction and school effectiveness. From this body of knowledge Missouri Southern State College facilitates the teacher's educational decision making abilities through the acquisition of information, cognitive abilities, pedagogical skills and dispositions that produce an educated professional, dedicated to lifelong learning, service, and research.

Program Standards

1. The preservice teacher understands the central concepts, tools of inquiry and structures of the discipline(s) within the context of a global society and creates learning experiences that make these aspects of subject matter meaningful for students.
2. The preservice teacher understands how students learn and develop, and provides learning opportunities that support the intellectual, social, and personal development of all students.
3. The preservice teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.
4. The preservice teacher recognizes the importance of long-range planning and curriculum development, and develops, implements, and evaluates curriculum based upon student, district, and state performance standards.
5. The preservice teacher uses a variety of instructional strategies to encourage students' development of critical thinking, problem solving, and performance skills.
6. The preservice teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning and self-motivation.
7. The preservice teacher models effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.
8. The preservice teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social and physical development of the learner.
9. The preservice teacher is a reflective practitioner who continually assesses the effects of choices and actions on others. This reflective practitioner actively seeks out opportunities to grow professionally, and utilize the assessment and professional growth to generate more learning for more students.
10. The preservice teacher fosters relationships with school colleagues, parents, and educational partners in the larger community to support student learning and well-being.

3. Program completers who teach in the private schools and out of state

Private Schools: 5
Out-of-State Schools: 13